

**STUDENTS' PERCEPTIONS ON THE USE OF GRAMMARLY APPLICATION
IN WRITING CLASS AT UNIVERSITAS PALANGKA RAYA**

THESIS



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LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2026**

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IN WRITING CLASS AT UNIVERSITAS PALANGKA RAYA**

THESIS

Presented to
Faculty of Teacher Training and Education
Universitas Palangka Raya
In partial fulfilment of the requirements
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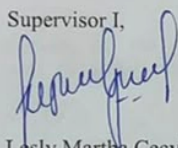
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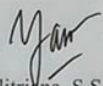


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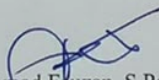


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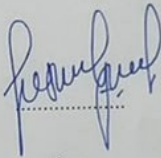
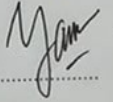
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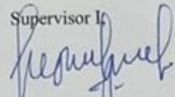
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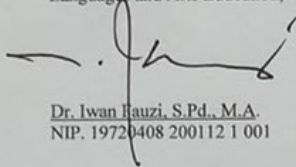
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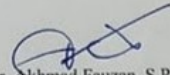
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ABSTRACT

Febrina, Maura Candrani. 2026. *STUDENTS' PERCEPTIONS ON THE USE OF GRAMMARLY APPLICATION IN WRITING CLASS AT UNIVERSITAS PALANGKA RAYA*. Thesis English Education Research Program, Department of Language and Art Education, Faculty of Teacher Training and Education, University of Palangka Raya. Advisor:

(1) Lesly Martha Cecylia Meka, S.S., M.Pd. (2) Yulitriana, S.S., M.Pd.

Keywords: *Students' Perception, Grammarly Application, Writing*

This study aimed to describe students' perceptions of using Grammarly Application in Writing Class at the English Language Education Study Program of Universitas Palangka Raya. This study employed a qualitative descriptive design. The participants were 5 students who were selected based on their experience in using Grammarly Application for academic writing.

The data were collected through semi-structured interviews and questionnaires. The data analysis followed the model proposed by Miles and Huberman (2014), which includes data reduction, data display, and conclusion and verification. To ensure the credibility of the data, triangulation was conducted by comparing the data from interviews and questionnaires. The theoretical framework used in this study was the Technology Acceptance Model (TAM) proposed by Davis (1989), which focuses on three constructs: Perceived Usefulness, Perceived Ease of Use, and Attitude Toward Using.

The findings revealed that students perceived Grammarly as a useful tool to help them correct grammatical errors, vocabulary, and punctuation, as well as to improve the overall quality of their writing. In terms of ease of use, students stated that Grammarly was easy to understand and operate due to its user-friendly interface, although they faced several obstacles such as unstable internet connection and the high price of the premium version. Furthermore, students showed a positive attitude toward using Grammarly because it made them feel more relaxed, secure, and confident when submitting their writing assignments. However, some students also expressed concerns about becoming overdependent on Grammarly. Based on these findings, it can be concluded that Grammarly is accepted by English students in Writing Class at Universitas Palangka Raya. It is suggested that students use Grammarly wisely to support their learning process, and that lecturers integrate Grammarly as a learning tool while also emphasizing critical evaluation of its suggestions. Also, that future researchers conduct a study with a larger number of participants and in a broader context to obtain more generalizable results.

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The researcher realizes that this thesis is very short and has many shortcomings. I hope that your suggestions and input will be useful for the development of this thesis. I also hope that this thesis will be useful and positively beneficial in the future for the development of education and training.

Palangka Raya, 13 July 2026

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TABLE OF CONTENT

TITLE PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL OF THESIS SUPERVISIORS	iii
APPROVAL OF THESIS EXAMINATION COMMITTEE	iv
THESIS APPROVAL	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES.....	xii
LIST OF PICTURES	xiii
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	3
1.3 Research Focus	4
1.4 Research Objective	4
1.5 Research Significance.....	5
1.6 Definition of Key Terms.....	6
CHAPTER II: LITERATURE REVIEW	7
2.1 Technology Acceptance Model (TAM).....	7
2.1.1 Definition of TAM.....	7
2.1.2 Constructs of TAM Used in This Study	8

2.2	Grammarly as an Automated Writing Evaluation (AWE) Tool	10
2.3	Writing Skills.....	14
2.3.1	Definition of Writing Skills	14
2.3.2	Components and Challenges in Writing Skills	15
2.4	Perception	15
2.5	Previous Study	16
2.6	Research Framework	20
CHAPTER III RESEARCH METHOD		23
3.1	Research Approach, Kind, and Method.....	23
3.2	Research Setting and Subject.....	25
3.3	Techniques of Data Collection	26
3.3.1	Data Collection Procedure	27
3.4	Techniques of Data Analysis	28
3.4.1	Data Reduction	29
3.4.2	Data Display	29
3.4.3	Conclusion and Verification	30
3.5	Trustworthiness of Data.....	31
CHAPTER IV RESEARCH RESULT AND DISCUSSIONS.....		33
4.1	Description and Research Result	33
4.1.1	Perceived Usefulness (PU)	34
4.1.2	Perceived Ease of Use (PEOU)	37
4.1.3	Attitude Toward Using (ATT).....	38

4.1.4 Triangulation of Interview and Questionnaire Results	39
4.2 Discussions	41
4.2.1 Perceived Usefulness of Grammarly in Writing Class	41
4.2.2 Perceived Ease of Use of Grammarly in Writing Class	42
4.2.3 Students' Attitude toward using Grammarly in Writing Class	43
CHAPTER V CONCLUSIONS AND SUGGESTIONS	45
5.1 CONCLUSION.....	45
5.2 SUGGESTIONS	47
REFERENCES	49
APPENDICES.....	52

LIST OF TABLES

2.1 Research Framework.....	22
4.1 Table. 1 Summary of Interview Results Based on TAM Constructs	35
4.2 Table. 2 Summary of Written Questionnaire Results Based on TAM Constructs...	36

LIST OF PICTURES

2.1 Logo of Grammarly Applications	10
2.2 Step 1	12
2.3 Step 2	12
2.4 Step 3	13
2.5 Step 4	13

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